

# POLICY

## Medford Township Board of Education

Section: Program

2415.81. TITLE I School Parental Involvement Policy

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Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written involvement policy agreed on by the parents that describes the requirements of SEC. 1118. PARENTAL INVOLVEMENT (c) through (f) as listed below and outlined in the Title I law:

C. POLICY INVOLVEMENT- Each school served under this part shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. The annual meeting will be held by October 31 of each year in one of the school buildings in the district. All parents in the BSI program will be invited, including all Title One parents.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. Meetings with parents will be offered before school, during school, after school, in the evenings with parent/teacher conference nights, and home visits, as needed.

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy. The district will provide parents an opportunity to improve the policy during the annual parent meeting, as well as through parent phone calls, individual conferences, feedback from mailings, posting the compact and policies on the website, and inviting parents into the classroom. Parent evaluation forms will be used, for parents to provide written feedback of the program, as needed
4. Provide parents of participating children –
  - (A) timely information about programs under this part;
  - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
  - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Actions include: an introductory letter about the program in September, providing a copy of the Individual Student Improvement Plan (ISIP), invitation and literature at the annual meeting, information posted on the district website, parent/teacher conferences both scheduled upon parent request, classroom visits, and routine communication between home and school.
5. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. The parent feedback will be reviewed by staff and recommendations will be considered,

including developing new protocols, policies and procedures to best meet the needs of the students.

D. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact will be distributed, along with the policy and Individual Student Improvement Plan (ISIP), to all parents of students identified for the program. Signed copies will be returned and filed in the program folder of each student.

E. BUILDING CAPACITY FOR INVOLVEMENT-To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -

1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. Teachers will provide parents with recommendations on how to improve their child's performance through newsletters, websites, conferences and phone calls.
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. The annual meeting will provide materials and training for parents. Individual conferences, phone calls, and

information packets sent home will also be provided.

3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. New teacher training workshops, after school workshops, mentoring, faculty meetings, evaluation conferences, and parent advisory group meetings will be used to help build collaboration.
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. In district personnel and online programs to help translate important documents, as well as conferences with interpreters, will be used, as needed.
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other

reasonably available sources of funding for such training;

8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

F. ACCESSIBILITY- In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents can understand. The district will inform parents of any parental information and resource centers that provide training, information, and

support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

Reference: No Child Left behind Act of 2001, Sec 1118

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